

# Standards for Excellence ELA/ELD Standards Alignment Third Grade

B – Beginning  
EI – Early Intermediate  
I – Intermediate

EA – Early Advanced  
A – Advanced

**Domain: Reading**

**Strand: 1.0 WORD ANALYSIS, FLUENCY, AND SYSTEMIC VOCABULARY DEVELOPMENT:** *Students understand the basic features of reading: They select letter patterns and know how to translate them into spoken language by using phonics syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<b><i>Decoding and Word Recognition 1.1 – 1.3</i></b>		
1.1 Know and use complex word families when reading (e.g., -ight) to decode unfamiliar words.	EI Recognize common English morphemes in phrases and simple sentences (e.g., basic syllabication rules and phonics).	pp. 29, 135, 171, 187, 199, 209
1.2 Decode regular multisyllabic words	I Use common English morphemes in oral and silent reading.  EA Apply knowledge of common English morphemes in oral and silent reading to derive meaning from literature and texts in content areas.	p. 97
1.3 Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	EI Read own writing of narrative and expository text aloud with some pacing, intonation, and expression.  I Read grade appropriate narrative and expository texts aloud with appropriate pacing, intonation, and expression.  EA Read increasingly complex narrative and expository texts aloud with appropriate pacing, intonation, and expression.  A Read narrative and expository texts aloud with appropriate pacing, intonation, and expression.	p.101  See ELA Teachers Resources as well as Hampton Brown
<b><i>Vocabulary and Concept Development 1.4 – 1.8</i></b>		
1.4 Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words	EA Recognize words that sometimes have multiple meanings in literature and texts in content areas (e.g., present/gift, present/time).  A Recognize words that sometimes have multiple meanings and apply this knowledge consistently.	pp. 33, 149, 191, 203

<p>1.5 Demonstrate knowledge of levels of specificity among grade appropriate words and explain the importance of these relations (e.g., dog/mammal/animal/living things).</p>	<p>I Create a simple dictionary of frequently used words.</p> <p>EA Use a standard dictionary to find the meanings of known vocabulary.</p> <p>A Use a standard dictionary to determine meaning of unknown words.</p>	<p>See ELA Teachers Resources as well as Hampton Brown</p> <p>pp. 85, 107, 149, 159</p> <p>pp. 85, 97, 107, 149, 159</p>
<p>1.6 Use sentence and word context to find the meaning of unknown words.</p>	<p>No Comparable ELD Standard</p> <p>I Create a simple dictionary of frequently used words.</p> <p>EA Use a standard dictionary to find the meanings of known vocabulary.</p>	<p>See ELA Teachers Resources as well as Hampton Brown</p>
<p>1.7 Use a dictionary to learn the meaning and other features of unknown words.</p>	<p>No Comparable ELD Standard</p> <p>A Use a standard dictionary to determine meanings of unknown words.</p>	<p>pp. 85, 107, 149, 159</p>
<p>1.8 Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (-er, -est, -ful) to determine the meaning of words</p>	<p>I Recognize some common roots and affixes when attached to known vocabulary (e.g., speak, speaker).</p> <p>EA Use some common roots and affixes when attached to known vocabulary (e.g., educate, education).</p> <p>A Apply knowledge of common roots and affixes when attached to known vocabulary.</p>	<p>p. 103</p> <p>See ELA Teachers Resources as well as Hampton Brown</p>

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**Domain: Reading**

**Strand: 2.0 READING COMPREHENSION:** *Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<b><i>Comprehension and Analysis of Grade – Level – Appropriate Text 2.1 – 2.7</i></b>		
2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	B Point out text features such as title, table of contents, and chapter headings. EI Read and identify basic text features such as title, table of contents, and chapter headings. I Read and identify text features such as title, table of contents, chapter headings, diagrams, charts, glossaries, and indexes in written texts. EA Locate and identify the function of text features such as format, diagrams, charts, glossaries, and indexes. A Use text features such as format, diagrams, charts, glossaries, indexes, etc., to locate and draw information from text.	See ELA Teachers Resources as well as Hampton Brown
2.2 Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	B Orally identify relationship between simple text read to them and their own experience using key words and/or phrases. EI Read and orally identify relationships between written text and their own experience using simple sentences. I Read and use more detailed sentences to orally describe relationships between text and their own experiences. EA Describe relationships between text and their experience.	See ELA Teachers Resources as well as Hampton Brown
2.3 Demonstrate comprehension by identifying answers in the text.	B Respond orally to stories read to them by answering questions, using one- or two-word responses (e.g., “brown bear”). EI Read and listen to simple stories and demonstrate understanding by using simple sentences to respond to explicit detailed questions (e.g., “The bear is brown.”). I Use detailed sentences to orally respond to comprehension questions about written text (e.g., “The brown bear lives with his family in the forest.”).	p. 31

2.4 Recall major points in the text and make and modify predictions about forthcoming information.	B Identify the main idea in a story read aloud using key words and/or phrases.	See ELA Teachers Resources as well as Hampton Brown
2.5 Distinguish the main idea and supporting details in expository text.	EI Read and orally identify the main ideas and use them to draw inferences about written text using simple sentences. I Read and use detailed sentences to orally identify main ideas and use them to make predictions and provide supporting details for predictions made. EA Describe the main ideas and supporting details of a text. A Describe main ideas and supporting details, including supporting evidence.	See ELA Teachers Resources as well as Hampton Brown
2.6 Extract appropriate and significant information from the text, including problems and solutions.	EA Use resources in the text (such as ideas, illustrations, titles, etc.) to draw conclusions and make inferences. A Use resources in the text (such as ideas, illustrations, titles, etc.) to draw inferences, conclusions, and to make generalizations.	See ELA Teachers Resources as well as Hampton Brown
2.7 Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	B Understand and follow simple one-step directions for classroom or work-related activities. EI Understand and follow simple two-step directions for classroom or work-related activities. I Understand and follow some multi-step directions for classroom related activities.	See ELA Teachers Resources as well as Hampton Brown

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**Domain: Reading**

**Strand: 3.0 LITERARY RESPONSE AND ANALYSIS:** *Students read and respond to a wide variety of significant works of children’s literature. They distinguish between the structural features of the text and the literary terms re elements (e.g., theme, plot, setting, characters).*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<b>Strand: Literary Response and Analysis/Structural Features of Literature 3.1</b>		
3.1 Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	<p>B Orally distinguished between fiction and non-fiction using one – or two-word responses or phrases.</p> <p>B Use pictures, lists, charts, and tables to identify the characteristics of fairy tales, folktales, myths, and legends.</p> <p>EI Orally distinguish among poetry, drama, and short stories using simple sentences.</p> <p>A Describe the major characteristics of poetry, drama, fiction, and non-fiction.</p>	See ELA Teachers Resources as well as Hampton Brown
<b>Narrative Analysis of Grade – Level Appropriate Text 3.2 – 3.6</b>		
3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	<p>EI Orally identify the main events of the plot using simple sentences.</p> <p>EI Orally describe the setting of a piece of literature using simple sentences.</p> <p>I Use expanded vocabulary and descriptive words and paraphrasing for oral and written responses to texts.</p> <p>EA Read and orally identify the main problem of a plot and how it is resolved in a selection.</p>	See ELA Teachers Resources as well as Hampton Brown
3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	<p>B Orally identify different characters and settings in simple literary texts using words or phrases.</p> <p>EI Orally describe what a character is like by what he/she does in a selection, using simple sentences.</p> <p>EA Identify the motives of characters in a work of fiction.</p> <p>A Compare and contrast the motives of characters in a work of fiction.</p>	See ELA Teachers Resources as well as Hampton Brown

<p>3.4 Determine the underlying theme or author’s message in fiction and nonfiction text.</p>	<p>B Listen to a story and respond orally by answering factual comprehension questions using one- or two – word responses.</p> <p>EI Orally respond to brief literary stories by answering factual comprehension questions, using simple sentences.</p> <p>I Apply knowledge of language to derive meaning/comprehension from literary texts.</p> <p>EA Recognize and describe themes stated directly in texts.</p> <p>A Recognize and describe themes stated directly or implied n literary texts.</p>	<p>See ELA Teachers Resources as well as Hampton Brown</p>
<p>3.5 Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.</p>	<p>EI Recite simple poems.</p>	<p>p 75</p>
<p>3.6 Identify the speaker or narrator in a selection.</p>	<p>EA Read and orally identify the speaker or narrator in a selection, using simple sentences.</p> <p>EA Recognize the difference between the first and third person in a literary text.</p> <p>A Identify and evaluate the author’s use of various techniques to influence reader’s perspectives.</p>	<p>See ELA Teachers Resources as well as Hampton Brown</p>

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**Domain: Writing:**

**Strand: 1.0 WRITING STRATEGIES:** *Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing, successive versions).*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<b><i>Organization and Focus 1.1 – 1.4</i></b>		
1.1 Create a single paragraph: develop a topic sentence; include simple supporting facts and details.	I Begin to use a variety of genres in writing (i.e., expository, narrative, poetry).	p 121
<b><i>Penmanship 1.2</i></b>		
1.2 Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.	B Write the English alphabet legibly.	See ELA Teachers Resources as well as Hampton Brown and Write Source
<b><i>Research 1.3</i></b>		
1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).	No comparable ELD standard found.	pp 43, 65, 85, 117, 127, 139, 149, 171
<b><i>Evaluation and Revision 1.4</i></b>		
1.4 Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	EI/I Produce independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.  I Independently create cohesive paragraphs that develop a central idea with consistent use of standard English grammatical forms. (Some rules may not be in evidence.)  EA Arrange compositions according to simple organizational patterns.  A Independently use all of the steps of the writing process.	See ELA Teachers Resources as well as Hampton Brown and Write Source

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### Domain: Writing

**Strand: 2.0 WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS):** *students write compositions and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<i>Using the writing strategies of grade three outlined in Writing Standard 1.0</i>		
2.1 Write narratives: provide a context within which an action takes place; include well-chosen details to develop the plot; provide insight into why the selected incident is memorable.	EA Write multi-paragraph narrative expository compositions and examples appropriate for content areas, with consistent use of standard grammatical forms.  A Write a persuasive composition using standard grammatical forms.  A Write multi-paragraph narrative and expository compositions using standard grammatical forms.	See ELA Teachers Resources as well as Hampton Brown and Write Source
2.2 Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	B During a group writing activities, write brief narratives and stories using a few standard grammatical forms.  EI Follow a model given by the teacher to independently write short paragraphs of at least four sentences.  EI Write short narrative stories that include the elements of setting and character. I Narrate a sequence of events with some detail.  EA Write a detailed summary of a story.  EA Independently write simple responses to literature  A Write a narratives that describe the setting, character, objects, and events.	See ELD Teachers Resources as well as Hampton Brown and Write Source
2.3 Write personal and formal letters, thank-you notes, and invitations	EI Given a model, write a friendly letter.  I Independently write a letter using detailed sentences.  EA Independently write a persuasive letter with relevant evidence.	See ELA Teachers Resources as well as Hampton Brown and Write Source



<p>1.4 Identify and use subjects and verbs correctly in speaking and writing simple sentences.</p>	<p>I Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb agreement).</p> <p>EA Use standard word order but may have some inconsistent grammatical forms, including inflections.</p> <p>A Use complete sentences and correct word order.</p> <p>A Use correct parts of speech, including correct subject agreement.</p>	<p>pp 41, 53, 63, 73, 79, 95, 115, 125, 137, 147, 153, 157, 169, 177, 179, 189, 211, 221, 227</p>
<p><b><i>Punctuation 1.5 –1.6</i></b></p>		
<p>1.5 Punctuate dates, city and state, and titles of books correctly.</p>	<p>EI Use a period at the end of a sentence, and use some commas appropriately.</p> <p>I Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling.</p>	<p>pp. 111, 121, 163, 195</p>
<p>1.6 Use commas in dates, locations, and addresses and for items in a series.</p>	<p>EA Produce independent writing with consistent use of capitalization, punctuation, and spelling.</p> <p>A Produce writing that demonstrates a command of the conventions of standard English.</p>	<p>pp. 21, 79, 163 See ELA Teachers Resources as well as Hampton Brown and Write Source</p>

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**Domain: Writing**

**Strand: 1.0 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS:** *Students write and speak with a command of Standard English conventions appropriate to this grade level.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<b>Capitalization 1.7</b>		
1.7 Capitalize geographical names, holidays, historical periods, and special events correctly.	B Use capital letters when writing own name and the beginning of a sentence.	pp. 63, 163,
	B Use a period at the end of a sentence.	pp. 47, 163
	EI Use capital letters to begin sentences and proper nouns.	pp. 37, 63, 163
<b>Spelling 1.8 – 1.9</b>		
1.8 Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns, and common homophones.	EI Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling) and make some corrections.	pp. 25, 69
	EA Edit writing for basic conventions (e.g., punctuation, capitalization, and spelling).	pp. 25, 69
	A Edit writing for punctuation, capitalization, and spelling.	pp. 25, 69
1.9 Arrange words in alphabetic order.	No comparable ELD Standard found	p. 23

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### Domain: Listening and Speaking

**Strand: 1.0 LISTENING AND SPEAKING STRATEGIES:** *Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, and modulation.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
<b><i>Comprehension 1.1 – 1.4</i></b>		
1.1 Retell, paraphrase, and explain what has been said by a speaker.	B Retell familiar stories and participate in short conversations by using appropriate gestures, expressions, and illustrative objects.	See ELA Teachers Resources as well as Hampton Brown
1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.	EI Orally identify the main points of simple conversation and stories that are read aloud using phrases or simple sentences.	See ELA Teaches Resources as well as Hampton Brown
1.3 Respond to questions with appropriate elaboration	I Retell stories and talk about school-related activities using expanded vocabulary, descriptive words, and paraphrasing.	p. 217
1.4 Identify the musical elements of literary language (e.g., rhymes, repeated sounds, instances of onomatopoeia)	EI Recite familiar rhymes, songs, and simple stories. (This standard was taught in K-2 grade span).	See ELA Teachers Resources as well as Hampton Brown
<b><i>Organization and Delivery of Oral Communication 1.5 – 1.9</i></b>		
1.5 Organize ideas chronologically or around major points of information.	EA Retell stories in greater detail including characters, setting, plot, summary, and analysis.	p. 217
1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.	A Identify the main ideas, points of view, and fact/fiction in broadcast and print media.	See ELA Teachers Resources as well as Hampton Brown
1.7 Use clear and specific vocabulary to communicate ideas and establish tone.	A Speak clearly and comprehensibly using standard English grammatical forms, sounds, intonation, pitch and modulation.	See ELA Teachers Resources as well as Hampton Brown
1.8 Clarify and enhance oral presentations through the use of appropriate props (e.g., objects, charts).	EA Recognize ways of speaking that vary based on purpose, audience, and subject matter.  A Consistently use appropriate ways of speaking and writing that vary based on purpose, audience, and subject matter.	See ELA Teachers Resources as well as Hampton Brown
1.9 Read prose and poetry aloud with fluency, rhythm, and pace, using appropriate intonation and vocal patterns to emphasize important passages of the text being read.	B Begin to speak with a few words or sentences, using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases).  EI Begin to be understood when speaking, but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns he/she).	See ELA Teachers Resources as well as Hampton Brown

***Analysis and Evaluation of Oral and Media Communications 1.10 – 1.11***

1.10 Compare ideas and points of view expressed in broadcast and print media.	No comparable ELD standard found	See ELA Teachers Resources as well as Hampton Brown
1.11 Distinguish between the speakers opinions and verifiable facts	No comparable ELD standard found.	See ELA Teachers Resources as well as Hampton Brown

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## Domain: Listening and Speaking

**Strand: 2.0 SPEAKING APPLICATIONS (GENRES AND THEIR CHARACTERS):** *Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.*

English Language Arts Standards	English Language Development Standards	ELL Handbook
2.1 Make brief narrative presentations: provide a context for an incident that is the subject of the presentation; provide insight into why the selected incident is memorable; include well-chosen details to develop character, setting, and plot.	<p>I Ask and answer instructional questions with some supporting elements (e.g., “Is it your turn to go to the computer lab?”).</p> <p>EA Ask and answer instructional questions with more extensive supporting elements (e.g., “What part of the story was most important?”).</p>	See ELA Teachers Resources as well as Hampton Brown
2.2 Plan and present dramatic interpretations of experiences, stories, poems, or plays with clear diction, pitch, tempo, and tone.	<p>I Be understood when speaking, using consistent standard English grammatical forms and sounds; however, some rules may not be in evidence (e.g., third person singular, male and female pronouns).</p> <p>EA Be understood when speaking, using consistent standard English grammatical forms and sounds, intonation, pitch, and modulation, but may have random errors.</p>	See ELA Teachers Resources as well as Hampton Brown
2.3 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	<p>B Independently use common social greetings and simple repetitive phrases (e.g., “May I go and play?”).</p> <p>EI Orally communicate basic needs (e.g., “May I get a drink of water?”).</p> <p>I Activity participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.</p> <p>EA Activity participate and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions, restating, and soliciting information.</p>	See ELA Teachers Resources as well as Hampton Brown