

PARCC MODEL CONTENT FRAMEWORK FOR ELA/LITERACY FOR GRADE 3

Narrative Summary of ELA/Literacy Standards for Grade 3

The Common Core State Standards call for students in grade 3 to proficiently read grade-appropriate complex literature and informational text (RL/RI.3.10) such that they can ask and answer questions by referring explicitly to a text (RL/RI.3.1). Students delve deeply into texts to uncover both the central message and supporting details, identifying the logical connections between sentences and paragraphs in a text. They can compare and contrast two or more works with the same topic, author or character, describing the traits, motivations and feelings of characters or how ideas relate to one another. Additional [Standards for Reading Literature](#) (RL.3.2–9) and [Standards for Reading Informational Text](#) (RI.3.2–9) offer detailed expectations for student academic performance in preparation for college and careers.

Helping students understand what they read is a crucial element of grade 3. In grades K–2, children begin to master the decoding skills described in the [Standards for Reading: Foundational Skills](#). Third graders use these emerging skills to negotiate multisyllabic words, which in turn increases their fluency and confidence when reading new and unfamiliar material. Students emerge from grade 3 with an ever-expanding academic vocabulary that they use in their writing and speaking.

In support of the reading standards, students are taught to ask questions of a speaker or classmate to deepen understanding of the material in ways elaborated in the [Standards for Speaking and Listening](#). Students read aloud fluently and offer appropriate elaboration on the ideas of classmates, building on what has been said before.

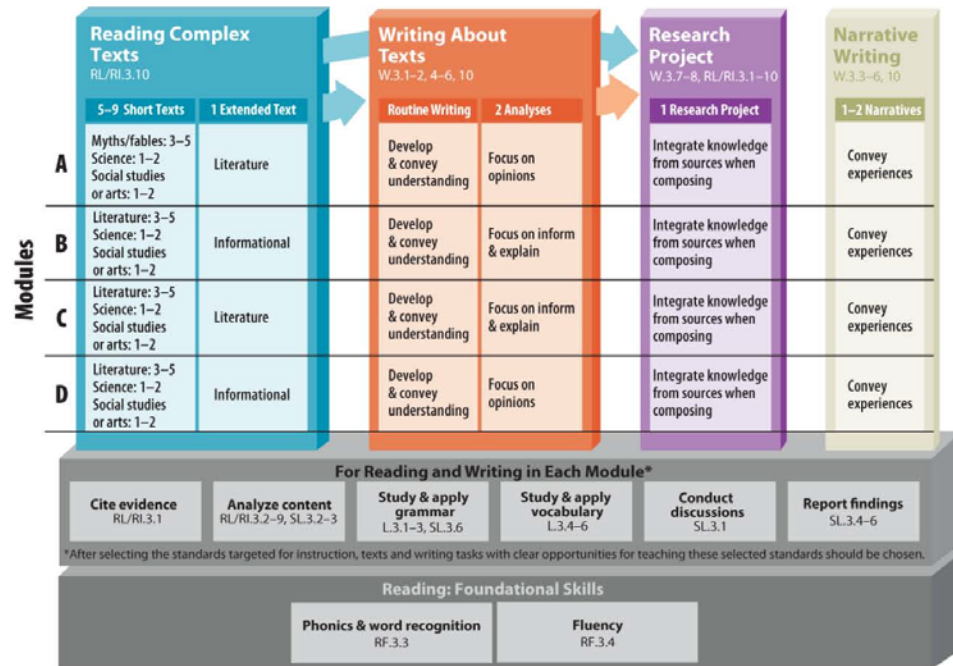
Two new [Writing Standards](#) (W.3.4 and W.3.10) are introduced in grade 3. They expect students to develop and organize writing in a manner appropriate to the task and purpose and to write routinely for a range of timeframes and contexts. Gaining expertise at writing narratives teaches students to describe accurately what happened and helps them recognize and select the most relevant information when reading. Students’ readings of history and science texts provide models of connecting and sequencing ideas when writing to inform/explain or to express an opinion. In all student writing, the use of specific facts and descriptive details is emphasized, as is correct spelling and punctuation.

There are two additional instructional priorities to address over the course of grade 3 regarding the foundational skills of reading:

1. Grade 3 is a pivotal year for students to build their word analysis skills so that they are reliably able to make sense of multisyllabic words in books (RF.3.3).
2. Reading fluency assessments administered at the start of the year (and throughout the year as necessary) should be used to determine a student’s fluency level. Students who have not yet achieved grade-level fluency and students learning English will need direct fluency instruction. Like their more proficient peers, they will need opportunities to build fluency through independent reading and opportunities to analyze closely how syntax and the meaning(s) of the text influence expression and phrasing (RF.3.4).

ELA/Literacy Model Content Framework Chart for Grade 3

Below is a chart that organizes the standards into four quarter-length modules that include the knowledge and skills students will learn and apply over the course of the year.¹⁷ As noted in the introduction, these modules are offered as optional models to consider when constructing a year-long course of instruction. The chart is meant to illustrate and provide context for the standards (but not replace engaging with the standards themselves).



Key Terms & Concepts for Grade 3 ELA/Literacy Model Content Framework Chart

Reading Complex Texts:

Exposing students to grade-level texts of appropriate complexity lies at the heart of each module. The modules reflect the balance of **50 percent** informational text and **50 percent** literature that students are expected to read, including reading in ELA, science, social studies and the arts.

¹⁷ The CCSS K-5 section is written to reflect "the fact that most or all of the instruction students in these grades receive comes from one teacher" (Introduction to CCSS, p. 8). Therefore, most elementary grades are self-contained and thus include reading across the curriculum—hence the higher number of short texts in grades 3-5 than in grades 6-12.

Five to nine short texts from across the curriculum: Selections would include short texts from across the curriculum of sufficient complexity for close reading (with emphasis in one module on reading myths/fables) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking.¹⁸ Educators can create coherence within the curriculum as a whole by choosing short texts to complement the extended text described below, by focusing instruction on similar standards and skills across multiple genres, and by choosing informational texts that build the background knowledge needed to read and comprehend other texts students will study. (Shorter texts could account for about three to four weeks of instruction.)

- **Literature** includes adventure stories, folktales, legends, fables, fantasy, realistic fiction and drama, with a special emphasis on myth, as well as nursery rhymes, narrative poems, limericks and free verse (Common Core State Standards, p. 31).
- **Informational texts** include biographies and autobiographies; books about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience (Common Core State Standards, p. 31).

One extended text: This should be an extended, full-length work of literature (such as a novel, a play) or longer informational text, depending on the focus of the module. Like the others, this text would be aligned with the complexity and range specifications of the standards. As with shorter texts, students would perform a close, analytic reading of the extended text, compare and synthesize ideas across other related texts, conduct text-focused discussions and produce written work aligned with the standards. (Such a study could take around two to three weeks of concentrated focus on a single text.)

Writing about Texts:

The balance of student writing should be **65 percent analytical** (30 percent opinions and 35 percent to explain/inform) and **35 percent narrative** with a mix of on-demand and review-and-revision writing assignments. Building student competence and confidence with technology should be part of instruction.¹⁹

Routine writing: Routine writing, such as short constructed-responses to text-dependent questions, builds content knowledge and provides opportunities for reflection on a specific aspect of a text or texts. Routine written responses to such text-dependent questions allow students to build sophisticated understandings of vocabulary, text structure and content, and to develop needed proficiencies in analysis.

At least two analyses per module: All analytic writing should put a premium on using evidence (RL/RI.3.1), as well as on crafting works that display some logical integration and coherence (W.3.4, W.3.5 and L.3.1–3). These responses can vary in length based on the questions asked and task performed, from answering brief questions to crafting longer responses, allowing teachers to assess

¹⁸ The recommended number of texts in each module closely corresponds to the recommended percentage of different kinds of texts (literary versus informational) in the CCSS.

¹⁹ To help curriculum developers and teachers plan, a Writing Standards Progression chart is found at the end of this grade-level Model Content Framework. The chart traces (in side-by-side fashion) the changes to the Writing Standards between the previous and current grade.

a student's ability to paraphrase, infer and ultimately integrate the ideas they have gleaned from what they have read. Over the course of the year, analytic writing should include comparative analysis and compositions that incorporate research.

Research Project:

Each module includes the opportunity for students to compose one extended project that uses research to address a significant topic, problem or issue. This task should entail integrating knowledge about a topic drawn from one or more texts from the module, taking brief notes on sources and sorting evidence into provided categories. Students can present their findings in a variety of modes in both informal and more formal contexts.²⁰

Narrative Writing:

Students are expected to write one or two narratives per module that reflect real or imagined experiences or events. Narrative writing offers students opportunities to express personal ideas and experiences, author literature and deepen understandings of literary concepts, structures and genres (e.g., short stories, anecdotes, poetry, drama) through purposeful imitation. It also provides an additional opportunity for students to reflect on what they read through imaginative writing.

For Reading and Writing in Each Module:

In each module, students are expected to take a close look at the texts they encounter through the lenses of the following skills rooted in the standards.

Cite evidence: The goal of close analytic reading is to be able to discern and cite evidence from the text to support assertions. In grade 3, students should refer explicitly to the text as the basis for answers (RI/RI.3.1).

Analyze content: The content of each text should determine which standards (RI/RI.3.2–9 and SL.3.2–3) to target, allowing teachers to focus instruction and ensure that all the standards have been taught by the end of the year.

Study and apply grammar: While grammar is meant to be a normal, everyday part of what students do, students should be taught explicit lessons in grammar as they read, write and speak, guided by L.3.1–3.

Study and apply vocabulary: To focus vocabulary instruction on words that students would be encouraged to use in writing and speaking, students should be given 5–10 Tier 2 academic words per week for each text (L.3.4–6).²¹ Students require multiple exposures to targeted vocabulary words in authentic contexts in order to retain an understanding of their meaning(s) and use the words effectively when writing and speaking.

Conduct discussions: Students should engage in a range of collaborative discussions (one-on-one, small group, teacher-led), enabling them to ask questions to check their understanding and stay on topic while explaining their own understandings in light of the discussion (SL.3.1).

Report findings: Students should tell a story, recount an experience or report on a topic or text with

²⁰ Ongoing incorporation of research for shorter tasks should also be a regular component of instruction.

²¹ For a definition of Tier 2 words, see the Introduction to the Model Content Frameworks and Appendix A, pages 33–35.

appropriate facts and descriptive details, speaking clearly at an appropriate pace (SL.3.4–6).

For Reading Foundation Skills in Each Module:

In each module, students are expected to recognize words and read with fluency through the lenses of the following skills rooted in the standards.

Decode words: Students should apply their knowledge of phonics and word analysis to be able to recognize the words they encounter when reading texts (RF.3.3).

Read fluently: Students should be able to read with accuracy and fluency to be able to comprehend texts sufficiently (RF.3.4).

Writing Standards Progression from Grade 2 to Grade 3

In grade 3, students write with increasing sophistication to present the relationships between ideas and information efficiently. Additionally, with guidance and support from adults, they use technology to produce and publish writing. They are also expected to meet the grade-specific grammar and conventions standards and retain or further develop the skills and understandings mastered in preceding grades (refer to L.3.1–3).

Specific changes in the Writing Standards from grade 2 to grade 3 are highlighted in the chart below:

Grade 2, Standard 1 (W.2.1)	Grade 3, Standard 1 (W.3.1)
Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.	Write opinion pieces on topics or texts, <u>supporting a point of view with reasons</u> . <ol style="list-style-type: none"> Introduce the topic or text they are writing about, state an opinion, and <u>create an organizational structure that lists reasons</u>. Provide reasons that support the opinion. Use linking words <u>and phrases</u> (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, <i>for example</i>) to connect opinion and reasons. Provide a concluding statement or section.
Grade 2, Standard 2 (W.2.2)	Grade 3, Standard 2 (W.3.2)
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	Write informative/explanatory texts <u>to examine a topic and convey ideas and information clearly</u> . <ol style="list-style-type: none"> Introduce a topic and <u>group related information together; include illustrations when useful to aiding comprehension</u>. <u>Develop the topic with</u> facts, definitions, and <u>details</u>. <u>Use linking words and phrases</u> (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) <u>to connect ideas</u>

	<u>within categories of information.</u> d. Provide a concluding statement or section.
Grade 2, Standard 3 (W.2.3)	Grade 3, Standard 3 (W.3.3)
Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	Write narratives <u>to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</u> a. <u>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</u> b. <u>Use dialogue and descriptions</u> of actions, thoughts, and feelings <u>to develop experiences and events or show the response of characters to situations.</u> c. Use temporal words <u>and phrases</u> to signal event order. d. Provide a sense of closure.
Grade 2, Standard 4	Grade 3, Standard 4 (W.3.4)
(Begins in grade 3)	<u>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</u> (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Grade 2, Standard 5 (W.2.5)	Grade 3, Standard 5 (W.3.5)
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	With guidance and support from peers and adults, <u>develop and</u> strengthen writing as needed by <u>planning</u> , revising, and editing. <u>(Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</u>
Grade 2, Standard 6 (W.2.6)	Grade 3, Standard 6 (W.3.6)
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use <u>technology</u> to produce and publish writing <u>(using keyboarding skills)</u> as well as <u>to interact and</u> collaborate with others.
Grade 2, Standard 7 (W.2.7)	Grade 3, Standard 7 (W.3.7)
Participate in shared research and writing projects (e.g., read a number of books on a single topic to	<u>Conduct short</u> research projects <u>that build</u>

produce a report; record science observations).	<u>knowledge about a topic.</u>
Grade 2, Standard 8 (W.2.8)	Grade 3, Standard 8 (W.3.8)
Recall information from experiences or gather information from provided sources to answer a question.	Recall information from experiences or gather information from <u>print and digital sources</u> ; <u>take brief notes on sources and sort evidence into provided categories.</u>
Grade 2, Standard 9	Grade 3, Standard 9
(Begins in grade 4)	(Begins in grade 4)
Grade 2, Standard 10	Grade 3, Standard 10 (W.3.10)
(Begins in grade 3)	<u>Write routinely over extended time frames (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.</u>

Speaking and Listening Standards Progression from Grade 2 to Grade 3

In grade 3, students speak with growing maturity to convey ideas and information clearly. They are simultaneously developing listening skills that allow them to participate effectively and contribute to groups.

Specific changes in the Speaking and Listening Standards from grade 2 to grade 3 are highlighted in the chart below:

Grade 2, Standard 1 (SL.2.1)	Grade 3, Standard 1 (SL.3.1)
Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> a. 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). b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under discussion. 	<u>Engage effectively in a range of</u> collaborative discussions (one-on-one, in groups, and teacher-led) with <u>diverse partners</u> on <u>grade 3 topics and texts</u> , <u>building on others' ideas and expressing their own clearly.</u> <ul style="list-style-type: none"> a. <u>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</u> b. 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

	<p>discussion).</p> <p>c. <u>Ask questions to check understanding of information presented, stay on topic, and</u> link their comments to the remarks of others.</p> <p>d. <u>Explain their own ideas and understanding in light of the</u> discussion.</p>
Grade 2, Standard 2 (SL.2.2)	Grade 3, Standard 2 (SL.3.2)
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	<u>Determine the main</u> ideas <u>and supporting</u> details <u>of</u> a text read aloud or information presented <u>in diverse media and formats, including visually, quantitatively, and</u> orally.
Grade 2, Standard 3 (SL.2.3)	Grade 3, Standard 3 (SL.3.3)
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Ask and answer questions about <u>information from</u> a speaker, <u>offering appropriate elaboration and detail.</u>
Grade 2, Standard 4 (SL.2.4)	Grade 3, Standard 4 (SL.3.4)
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<u>Report on a topic or text, tell a story,</u> or recount an experience with appropriate facts and relevant, descriptive details, speaking <u>clearly at an understandable pace.</u>
Grade 2, Standard 5 (SL.2.5)	Grade 3, Standard 5 (SL.3.5)
Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Create <u>engaging</u> audio recordings of stories or poems <u>that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</u>
Grade 2, Standard 6 (SL.2.6)	Grade 3, Standard 6 (SL.3.6)
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on page 26 for specific expectations.)	<u>Speak in</u> complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See <u>grade 3</u> Language standards 1 and 3 on page 26 for specific expectations.)