

# Essential Elements: Grade 3

## Reading Foundational Skills

### Phonics & Word Recognition

- 3 Use letter-sound knowledge to read words. [EE.RF.3.3](#)
    - a In context, demonstrate basic knowledge of letter-sound correspondences. [EE.RF.3.3.A](#)
    - b With models and supports, decode and encode, in the way the child is able, single syllable words with common spelling patterns (consonant-vowel-consonant[CVC] or high frequency rimes). [EE.RF.3.3.B](#)
    - c Not applicable [EE.RF.3.3.C](#)
    - d Recognize 40 or more written words. [EE.RF.3.3.D](#)
    - e Not applicable [EE.RF.3.3.E](#)
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### Fluency

- 4 Read words in text. Read familiar text comprised of known words. [EE.RF.3.4](#)
    - a With guidance and support, use features of print to identify or verbalize appropriate expression while reading familiar texts. [EE.RF.3.4.A](#)
    - b Use context to determine missing words that impede comprehension in familiar texts. [EE.RF.3.4.B](#)
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## Reading

### Key Ideas & Details

- 1 Answer who and what questions to demonstrate understanding of details in a text. (RI&RL) [EE.R.3.1](#)
  - 2 Identify details of a text. (RI&RL) [EE.R.3.2](#)
  - 3 Identify the feelings of characters in a story. (RL) Order two events from a text as “first” and “next.” (RI) [EE.R.3.3](#)
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### Craft & Structure

- 4 Determine words and phrases that complete literal sentences in a text. (RI&RL) [EE.R.3.4](#)
- 5 With guidance and support, determine the beginning, middle, and end of a familiar story with a logical order (RL) and use text features including headings and key words to locate information in a text (RI). [EE.R.3.5](#)
- 6 Identify personal point of view about a text. (RI&RL) [EE.R.3.6](#)

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### Integration of Knowledge & Ideas

- 7 Identify parts of illustrations or factual information that depict story elements. (RI&RL) [EE.R.3.7](#)
  - 8 Identify two related points the author makes in text. (RI) [EE.R.3.8](#)
  - 9 Identify similarities between two texts and recognize that texts reflect one's own and others' culture. (RI&RL) [EE.R.3.9](#)
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## Writing

### Text Types & Purposes

- 1 With guidance and support, use drawing, dictating, or writing to compose writing for a variety of high-stakes and low-stakes purposes. [EE.W.3.1](#)
  - 2 With guidance and support, use writing, dictation and/or drawing to compose: [EE.W.3.2](#)
    - a Opinion pieces in which they state an opinion about a topic or text and include at least one reason to support that opinion. [EE.W.3.2.A](#)
    - b Informative/Explanatory text in which they provide at least 2 facts about a predetermined or self chosen topic. [EE.W.3.2.B](#)
    - c Convey events, real or imagined and narrate a single event or several loosely linked events. Include some details regarding what happened and tell about the events in the order in which they occurred. [EE.W.3.2.C](#)
  - 3 With guidance and support, use a combination of drawing, dictating and writing to create a text that uses words familiar to the student, temporal words to signal event order, and a beginning, middle, and end. [EE.W.3.3](#)
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### Production & Distribution of Writing

- 4 With guidance and support, produce writing that is appropriate for an explicitly stated task, and expresses more than one idea. [EE.W.3.4](#)
  - 5 With guidance and support from adults and peers, including questions or suggestions, revise their own writing, dictation, or pictures. [EE.W.3.5](#)
  - 6 With guidance and support from adults, use digital tools to produce writing while interacting and collaborating with others. Learn to produce writing through printing. [EE.W.3.6](#)
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### Inquiry to Build & Present Knowledge

- 7 With guidance and support, identify information about a shared or independent inquiry topic. [EE.W.3.7](#)
  - 8 Sort information on a topic or personal experience into two provided categories and write or draw about each one. [EE.W.3.8](#)
  - 9 With guidance and support from adults, recall key details from literary or informational texts and generate reflection or inquiry questions based on a reading of a literary or informational text. [EE.W.3.9](#)
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## Speaking and Listening

### Comprehension & Collaboration

- 1 Engage in collaborative discussions. [EE.SL.3.1](#)
    - a Engage in collaborative interactions about texts, pulling from prior experiences. [EE.SL.3.1.A](#)
    - b Listen to others' ideas before responding. [EE.SL.3.1.B](#)
    - c Indicate confusion or lack of understanding about information presented. [EE.SL.3.1.C](#)
    - d Express ideas clearly. [EE.SL.3.1.D](#)
  - 2 Identify details in a text read aloud or information presented orally or through other media. [EE.SL.3.2](#)
  - 3 Ask or answer questions about the details provided by the speaker. [EE.SL.3.3](#)
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### Presentation of Knowledge & Ideas

- 4 Recount a personal experience, story, poem, or topic including details. [EE.SL.3.4](#)
  - 5 Create a multimedia presentation of a story or poem. [EE.SL.3.5](#)
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## Language

### Knowledge of Language

- 1 Use language to achieve desired outcomes when communicating. [EE.L3.1](#)
  - a Use language to make simple requests, comment, or share information. [EE.L3.1.A](#)
  - b Not applicable [EE.L3.1.B](#)
  - c Identify key words. [EE.L3.1.C](#)

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## Vocabulary Acquisition & Use

- 2 Demonstrate knowledge of word meanings. [EE.L3.2](#)
  - a With guidance and support, use sentence level context to determine what word is missing from a sentence read aloud. [EE.L3.2.A](#)
  - b With guidance and support, identify the temporal meaning of words when common affixes (-ing, -ed) are added to common verbs. [EE.L3.2.B](#)
  - c Not applicable [EE.L3.2.C](#)
- 3 Demonstrate understanding of word relationships and use. [EE.L3.3](#)
  - a Determine the literal meaning of words and phrases in context. [EE.L3.3.A](#)
  - b Identify real-life connections between words and their use (e.g., happy: “I am happy.”). [EE.L3.3.B](#)
  - c Identify words that describe personal emotional states. [EE.L3.3.C](#)
- 4 Use words acquired through conversations, being read to, and during shared reading activities. [EE.L3.4](#)
  - a Demonstrate understanding of words that signal spatial and temporal relationships (e.g., behind, under, after, soon, next, later). [EE.L3.4.A](#)
- 5 Demonstrate standardized English grammar and usage when communicating. [EE.L3.5](#)
  - a Use regular plural nouns in communication. [EE.L3.5.A](#)
  - b Use present and past tense verbs. [EE.L3.5.B](#)
  - c Uses noun + verb, noun + adjective, and subject + verb + object combinations in communication. [EE.L3.5.C](#)
  - d Not applicable [EE.L3.5.D](#)
  - e Notice easily confused words. [EE.L3.5.E](#)
- 6 Demonstrate understanding of conventions of standardized English. [EE.L3.6](#)
  - a Capitalize the first letter of familiar names. [EE.L3.6.A](#)
  - b During shared writing, indicate the need to add a period at the end of a sentence. [EE.L3.6.B](#)
  - c Not applicable [EE.L3.6.C](#)
  - d Not applicable [EE.L3.6.D](#)
  - e Use resources as needed to spell common high frequency words accurately. [EE.L3.6.E](#)
  - f Use spelling patterns in familiar words with common spelling patterns to spell words with the same spelling pattern. [EE.L3.6.F](#)
  - g Consult print in the environment to support reading and spelling. [EE.L3.6.G](#)