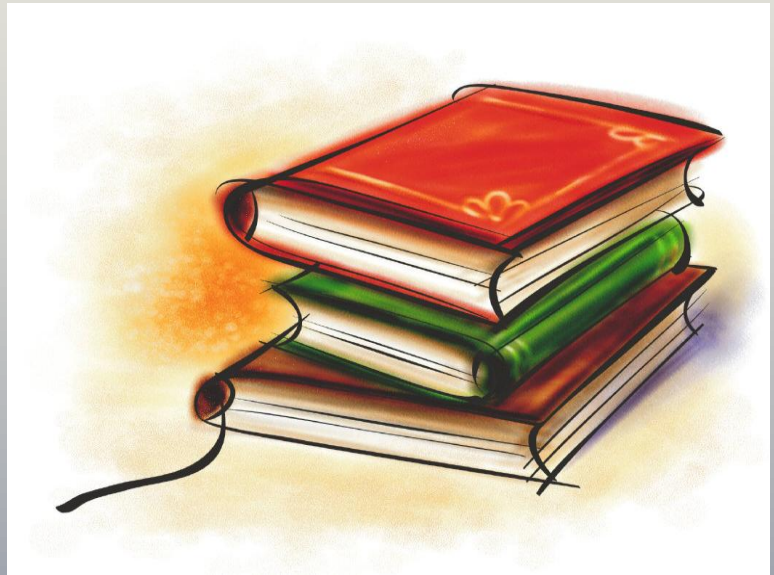


3rd Grade

Implementing the English Language Arts
Common Core State Standards



A Teacher's Guide to the PARCC Content Model Frameworks

English Language Arts/Literacy

The Letter and Spirit of 3rd Grade.....

Reading

- ❖ 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).
- ❖ Delve deeply into texts to uncover both the central message and supporting details, identifying the logical connections between sentences and paragraphs in a text.
- ❖ 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.
- ❖ See RL/RI 3.2-9 for detailed expectations.

Speaking/Listening

- ❖ Use skills from K-2 to negotiate multisyllabic words, which in turn increases their fluency and confidence when reading new and unfamiliar material.
- ❖ Emerge from grade 3 with an ever-expanding academic vocabulary that they use in their writing and speaking.
- ❖ Ask questions of a speaker or a classmate to deepen understanding of the materials and read aloud fluently and offer elaboration on the ideas of classmates, building on what was said before.

Writing

- ❖ Develop and organize writing in a manner appropriate to the task and purpose and write routinely for a range of timeframes and contexts. (W.3.4 & W.3.10)
- ❖ Writing narratives teaches students to describe accurately what happened and helps them recognize and select the most relevant information when reading.
- ❖ Reading of history and science text provide models of connecting and sequencing ideas when writing to inform/explain or to express an opinion.
- ❖ Use of specific facts and descriptive details is emphasized, as is correct spelling and punctuation.

Word Analysis & Fluency

- ❖ Build word analysis skills so that they are reliably able to make sense of multisyllabic words in books. (RF.3.3)
- ❖ 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 as students are given opportunities to analyze closely how syntax and the meaning(s) of the text influence expression and phrasing. (RF.3.4.)

Model Content Frameworks

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The Model Content Frameworks are voluntary resources offered by PARCC to help curriculum developers and teachers as they work to implement the standards in their states and districts. The Model Content Frameworks offer one way of organizing the standards — in this instance into quarterly modules. Equally successful models could be based around semesters, trimesters or other school schedules. Model Content Frameworks allow educators the flexibility to order the modules and the content within the modules in any way that suits their desired purposes. Because the knowledge and skills embedded across the four modules address all the standards for a given grade level, the order in which the four modules may be used is not critical. The Model Content Frameworks are designed with the following purposes in mind:

1. Supporting implementation of the Common Core State Standards, and
2. Informing the development of item specifications and blueprints for the **PARCC assessments** in grades 3–8 and high school.

The proposed **PARCC Assessment System** will be designed to measure knowledge, skills and understandings essential to achieving college and career readiness. In ELA/Literacy, these include the following areas as defined by the standards:

Reading complex texts:

1. This requires students to read and comprehend a range of grade-level complex texts, including texts from the domains of ELA, science, history/social studies, technical subjects and the arts.
2. Because vocabulary is a critical component of reading comprehension, it will be assessed in the context of reading passages.
3. Students are expected to conduct close, analytic readings as well as compare and synthesize ideas across texts.

Each module suggests both the number and types of texts that students read and analyze. Students then write about these texts either to express an opinion/make an argument or to inform/explain. In addition, research and narrative writing tasks appear in each module.

Writing effectively when using and/or analyzing sources:

This requires students to demonstrate the interrelated literacy activities of reading, gathering evidence about what is read, as well as analyzing and presenting that evidence in writing.

Conducting and reporting on research:

This expands on “writing when analyzing sources” to require students to demonstrate their ability to

1. gather resources,
2. evaluate their relevance, and
3. report on information and ideas they have investigated (i.e., conducting research to answer questions or to solve problems).

Speaking and listening:

This requires students to demonstrate a range of interactive oral communication and interpersonal skills, including (but not limited to) skills necessary for making formal presentations, working collaboratively, sharing findings and listening carefully to the ideas of others.

Language use for reading, writing and speaking: This requires students to have a strong command of grammar and spoken and written academic English.

The importance of the above skills is reflected in the emphasis the Model Content Frameworks place on students’ needing regular opportunities to grapple with the **close, analytic reading** of grade-level complex texts and to construct increasingly sophisticated **responses in writing**. The Model Content Frameworks therefore provide a helpful guide in preparing students for the future **PARCC assessments**.

Skills to Be Woven Throughout the Year

Analyze Content

Students should carefully gather observations about a text by examining its meaning thoroughly and methodically. Teachers should encourage students to read and reread deliberately. (RL/RI.3.1 and SL.3.2-3)

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 understanding in light of the discussion (SL.3.1)

Read Fluently

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

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.

Cite Evidence

Students should be able to refer explicitly to the text as the basis for answers. (RL/RI.3.1)

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)

Report Findings

Students should tell a story, recount an experience, or report on a topic or text with appropriate facts and descriptive details, speaking clearly, at an appropriate pace. (SL.3.4-6)

Study and Apply Vocabulary

Students should be given 5-10 Tier 2 academic words per week for each text (L.3.4-6). Students require multiple exposures to targeted vocabulary words in authentic contexts to retain an understanding of the words' meaning(s) and use the words effectively when writing or speaking.

Examples of Informational texts: 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 resources on a range of topics written for a broad audience.

Examples of Literature: 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

Grade Model Content Frameworks

Optional model to consider when constructing a year long course of instruction.

1st Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%
Informational – 50%



<u>5-9 Short Texts (3-4 weeks total)</u>	
Myths/Fables 3-5	Draw evidence from texts
Science 1-2	Present analyses in writing as well as through speaking.
Social Studies or Arts 1-2	

Connect the extended text to 1 or more short texts.

Extended Text

Literature - 1 (novel or play)



<u>1 Extended Text (2-3 weeks)</u>
Perform a close, analytic reading
Compare and synthesize ideas across other related texts
Have text-focused discussions
Produce written work

Writing To Texts – 65% Analytical - Balance of Opinion & Informative/Explanatory

Mix of on-demand, review, and revisions writing tasks
Build confidence and competence with technology

Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses – Two Analyses That Focus on Opinion

- Use evidence
- Craft writing that displays logical integration and coherence
- Answer brief questions and be able to craft longer responses
- Over the course of the year, analytic writing should include comparative analysis and compositions that share findings from a research project

Students' ability to paraphrase, infer and integrate ideas from their reading should be assessed.

Writing Extended Research Projects

- Write one extended research project to address a topic/problem/issue
- Integrate knowledge about a topic drawn from one or more texts
- Take brief notes on sources
- Sort evidence into provided categories
- Present findings in a variety of modes in both informal and more formal contexts

Beneficial for the project if it connects to a short or extended text.

Writing Narratives - 35%

- Write one-two narratives to express personal ideas and experiences; craft their own stories and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions

3rd Grade Model Content Frameworks

Optional models to consider when constructing a year long course of instruction.

2nd Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%
Informational – 50%



Literature 3-5
Science 1-2
Social Studies or Arts 1-2

5-9 Short Texts (3-4 weeks total)

Draw evidence from texts
Present analyses in writing as well
as through speaking.

Extended Text

Informational



1 Extended Text (2-3 weeks)

Perform a close, analytic reading
Compare and synthesize ideas across other related texts
Have text-focused discussions
Produce written work

Connect
the
extended
text to 1
or more
short
texts.

Writing To Texts - 65% Analytical - Balance of Opinion and Informative/Explanatory

Mix of on-demand, review, and revision writing tasks
Build confidence and competence with technology

Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

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- Craft writing that displays logical integration and coherence
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- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions

3rd Grade Model Content Frameworks

Optional models to consider when constructing a year long course of instruction.

3rd Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%
Informational – 50%



5-9 Short Texts (3-4 weeks total)	
Literature 3-5	Draw evidence from texts
Science 1-2	Present analyses in writing as well as through speaking.
Social Studies or Arts 1-2	

Connect the extended text to 1 or more short texts.

Extended Text

Literature - 1 (novel or play)



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Writing Routinely

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses – Two Analyses That Focus on Inform/Explain

- Use evidence
- Craft writing that displays logical integration and coherence
- Answer brief questions and be able to craft longer responses
- Over the course of the year, analytic writing should include comparative analysis and compositions that share findings from a research project

Students' ability to paraphrase, infer and integrate ideas from reading should be assessed.

Writing Extended Research Projects

- Write 1 extended research project to address a topic/problem/issue
- Integrating knowledge about a topic drawn from one or more texts
- Take brief notes on sources
- Sort evidence into provided categories
- Present findings in a variety of modes in both informal and more formal contexts

Beneficial for the project if it connects to a short or extended text.

Writing Narratives - 35%

- Write one-two narratives to express personal ideas and experiences; craft their own stories, and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions

3rd Grade Model Content Frameworks

Optional modes to consider when constructing a year long course of instruction.

4th Quarter-Length Module

Reading Complex Texts

Read grade level texts of appropriate complexity

Short Texts

Literature - 50%
Informational – 50%



5-9 Short Texts (3-4 weeks total)	
- Literature 3-5	Draw evidence from texts
Science 1-2	Present analyses in writing as well as through speaking
Social Studies or Arts 1-2	

Connect the extended text to 1 or more short texts.

Extended Text

Informational



1 Extended Text (2-3 weeks)
Perform a close, analytic reading
Compare and synthesize ideas across other related texts
Have text-focused discussions
Produce written work

Writing To Texts - 65% Analytical – Balance of Opinion & Informative/Explanatory

Mix of on-demand, review, and revision writing tasks
Build confidence and competence with technology

Writing Routinely – Focus on Opinions

- Write short constructed-responses to text-dependent questions
- Write to build content knowledge
- Write to reflect upon text(s)

Writing Analyses – Two Analyses That Focus on Inform/Explain

- Use evidence
- Craft writing that displays logical integration and coherence
- Answer brief questions and be able to craft longer responses
- Over the course of the year, analytic writing should include comparative analysis and compositions that share findings from the research project

Students' ability to paraphrase, infer and integrate ideas from reading should be assessed.

Writing Extended Research Projects

- Write one extended research project to address a topic/problem/issue
- Integrate knowledge about a topic drawn from one or more texts
- Taking brief notes on sources
- Sort evidence into provided categories
- Present findings in a variety of modes in both informal and more formal contexts



Beneficial for the project if it connects to a short or extended text.

Writing Narratives - 35%

- Write one-two narratives to express personal ideas and experiences; craft their own stories and descriptions; and deepen understandings of literary concepts, structures and genres (short stories, anecdotes, poetry, drama) through purposeful imitation
- Write to reflect on what they read through imaginative writing and to practice sequencing events and ideas through narrative descriptions

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, and, 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> . a. Introduce the topic or text they are writing about, state an opinion, and <u>create an organizational structure that lists reasons</u> . b. Provide reasons that support the opinion. c. Use linking words <u>and phrases</u> (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. 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> . a. Introduce a topic and <u>group related information together; include illustrations when useful to aiding comprehension</u> . b. <u>Develop the topic with</u> facts, definitions, and <u>details</u> . c. <u>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas 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 (W.2.4)	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 produce a report; record science observations).	<u>Conduct short</u> research projects <u>that build 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 (W.2.9)	Grade 3, Standard 9 (W.3.9)
(Begins in grade 4)	(Begins in grade 4)
Grade 2, Standard 10 (W.2.10)	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)
<p>Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <ol 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. 	<p><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>.</p> <ol 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 discussion). c. <u>Ask questions to check understanding of information presented, stay on topic</u>, and link their comments to the remarks of others. d. <u>Explain their own ideas and understandings in light of the</u> discussion.
Grade 2, Standard 2 (SL.2.2)	Grade 3, Standard 2 (SL.3.2)
<p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p><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.</p>
Grade 2, Standard 2 (SL.2.2)	Grade 3, Standard 2 (SL.3.2)
<p>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.</p>	<p>Ask and answer questions about <u>information from</u> a speaker, <u>offering appropriate elaboration and detail</u>.</p>
Grade 2, Standard 4 (SL.2.4)	Grade 3, Standard 4 (SL.3.4)
<p>Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences</p>	<p><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>.</p>

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 pages 26-27 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 pages <u>28-29</u> for specific expectations.)

PARCC

Model Content Framework

English Language Arts/ Literacy

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