

### 3<sup>rd</sup> Grade Power Standards

Power Standards	
P RL.3.1	<b>Ask and answer questions</b> to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
P RL.3.9	<b>Compare and contrast</b> the themes, settings, and plots of stories, written by the same author about the same or similar characters (e.g. in books from a series).
P RI.3.1	<b>Ask and answer questions</b> to demonstrate understanding of a text, <b>referring explicitly to the text</b> as the basis for the answers.
P RI.3.9	<b>Compare and contrast</b> the most important points and <b>key details</b> presented in <b>two texts</b> on the same topic.
P W.3.1	Write <b>opinion pieces</b> on topics or texts, supporting a point of view with reasons.
	a. <b>Introduce the topic</b> or text they are writing about, <b>state an opinion</b> , and create an <b>organizational structure</b> that lists reasons.
	b. Provide <b>reasons that support the opinion</b> .
	c. <b>Use linking words and phrases</b> (e.g., because, therefore, since, for example) to connect opinion and reasons.
	d. Provide a <b>concluding statement or section</b>
P W.3.2	Write <b>informative / explanatory texts</b> to examine a topic and convey ideas and information clearly.
	a. <b>Introduce a topic</b> and <b>group related information</b> together; include illustrations when useful to aiding comprehension.
	b. <b>Develop the topic</b> with facts, definitions, and details.
	c. Use <b>linking words and phrases</b> (e.g., also, another, and, more, but) to connect ideas within categories of information.
	d. Provide a <b>concluding statement</b> or section.

### 3<sup>rd</sup> Grade Power Standards

P W.3.3	<p>Write <b>narratives</b> to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> <li>a. <b>Establish a situation</b> and introduce a narrator and/or characters; <b>organize</b> an event sequence that unfolds naturally.</li> <li>b. Use <b>dialogue</b> and <b>descriptions</b> of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</li> <li>c. Use <b>temporal words</b> and <b>phrases</b> to signal event order.</li> <li>d. Provide a <b>sense of closure</b>.</li> </ol>
P W.3.5	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by <b>planning, revising, and editing</b>.</p>
P SL.3.1	<p>Engage effectively in a range of <b>collaborative discussions</b> (one-on-one, in groups, and teacher-led) with diverse partners, on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> <li>a. <b>Come to discussions prepared</b>, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. <b>Follow agreed-upon rules for discussions</b> (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).</li> <li>c. <b>Ask questions</b> to check understanding of information presented, <b>stay on topic</b>, and <b>link their comments</b> to the remarks of others.</li> <li>d. <b>Explain their own ideas</b> and understanding in light of the discussion.</li> </ol>
P SL.3.2	<p>Determine the <b>main ideas</b> and <b>supporting details</b> of a text read aloud or information presented in diverse media and formats, visually, quantitatively, and orally.</p>
P RF.3.3	<p>Know and apply grade-level <b>phonics</b> and <b>word analysis</b> skills in decoding words.</p> <ol style="list-style-type: none"> <li>a. Identify and know the meaning of the most common <b>prefixes</b> and derivational <b>suffixes</b>.</li> <li>b. Decode words with common Latin <b>suffixes</b>.</li> <li>c. Decode <b>multi-syllable</b> words.</li> <li>d. Read grade-appropriate <b>irregularly spelled words</b>.</li> </ol>
P L.3.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>a. Capitalize appropriate words in <b>titles</b>.</li> <li>b. Use commas in <b>addresses</b>.</li> <li>c. Use commas and quotation marks in <b>dialogue</b>.</li> <li>d. Form and use <b>possessives</b>.</li> </ol>

### 3<sup>rd</sup> Grade Power Standards

	<p>e. Use conventional spelling for high-frequency and other studied words and for <b>adding suffixes</b> to base/root words (e.g., sitting, smiled, cries, happiness).</p>
	<p>f. Use <b>spelling patterns</b> and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
	<p>g. Consult <b>reference materials</b>, including beginning dictionaries, as needed to check and correct spellings.</p>
<b>P</b> L.3.4	<p>Determine or clarify the <b>meaning</b> of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p>
	<p>a. Use sentence-level <b>context as a clue</b> to the meaning of a word or phrase.</p>
	<p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g. agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p>
	<p>c. Use a known <b>base/root word</b> as a clue to the meaning of an unknown word with the same base/root (e.g., company, companion).</p>
	<p>d. Use <b>glossaries</b> or beginning <b>dictionaries</b>, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>